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ABSTRACT

For this kindergarten classroom activity, students are asked to pretend they have just won a trip to four historical sites: (1) Lincoln Memorial; (2) Mount Rushmore; (3) White House; and (4) Statue of Liberty. The activity instructs the students to keep a journal of the trip (taken via the Internet) so that a presentation can be given to the class about the favorite monument. A 4-day detailed procedure for implementing the activity is provided for the teacher. Five Internet resources are provided. The unit offers learning advice for students and a conclusion. It concludes with notes for the teacher about grade level, content standards, lesson purpose and goals, information literacy, length of time for class periods, materials needed, set up and management of the lesson, an introduction to the activity, interdisciplinary connections and additional resources. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

My Favorite American Monument

Kindergarten Activity
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http://score.rims.k12.ca.us/activity/favoritemonument/

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My Favorite American Monument

You have just won a trip to four historical sites!

To get going on your trip you must send us pictures, a project and keep a journal of your trip. At the end you will give a presentation of your favorite site to our committee. By doing this you will be help improve us our contest brochure for next year. Pack your suitcase and camera and be ready for an adventure of a life time!

Lincoln Memorial

Mt. Rushmore

White House

Statue of Liberty

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The Task

You will travel on the Internet to all the sites that are highlighted below. You will then take a picture (print out a favorite picture), write in your journal and make a project for each one.

- Lincoln Memorial
- Mt. Rushmore
- White House
- Statue of Liberty

The Process

Day 1

1. Go to http://bensguide.gpo.gov/3-5/symbols/lincoln.html, and http://sc94.ameslab.gov/TOUR/linmem.html to see pictures of the Lincoln Memorial.
2. Write a sentence in your journal of which picture was your favorite and print out the picture.
3. Now you will draw a chalk drawing of Mr. Lincoln or the Lincoln Memorial.

Day 2

1. Join us for a fantastic photo tour of Manhattan all the way to Lady Liberty's (the Statue of Liberty) crown! Pick up a little bit of history along the way. Go to http://www.nyctourist.com/liberty1.htm to start on your tour.
2. Now that you have returned from your tour, we would like to have an abstract picture of the Statue of Liberty for our brochure. Go to http://www.chris.com/ascii/art/html/statueofliberty.html to print up this marvelous picture. Please frame it for us with construction paper to make it look extra nice!
3. Remember to write a sentence in your journal about your favorite site on your tour.

Day 3

1. Today for your viewing enjoyment, you will travel to the historical site of Mt. Rushmore. Here you will see different pictures of Mt. Rushmore taken from a different angles. Go to http://mountrushmore.areaparks.com/ to see this marvelous wonder.
2. Now that you have arrived from your trip you will try to make a model of this historical site out of play clay. Go to http://family.go.com/crafts/buildmodel/craft/playclay/ to see how you can make play clay from scratch. Please save the model for your presentation.
3. Remember to write a sentence in your journal about your favorite site on your tour.

Day 4

1. You will take a tour of the White House with Spotty the dog, the White House pet.
2. Go to http://www.whitehouse.gov/kids/tour/ to start on your tour.
3. Please write a brief letter to the President telling him what part of the White House was your favorite, this will take care of your journal entry. You can access the President at http://www.whitehouse.gov/kids/contact/index.html
4. After you are done, please print up a copy of the letter for your presentation.

Internet Resources

Lincoln Memorial
http://sc94.ameslab.gov/TOUR/linmem.html
http://bensguide.gpo.gov/3-5/symbols/lincoln.html

Statue of Liberty
http://www.nyctourist.com/liberty1.htm
http://www.chris.com/ascii/art/html/statueofliberty.html

Mt. Rushmore
http://www.areaparks.com/mountrushmore/phtgallery.html

Play Clay
http://www.family.disney.go.com/features/family_1995_05/famf/famf59playclay/famf59playclay.html

White House
http://www.whitehouse.gov/kids/index.html
http://www.whitehouse.gov/kids/contact/index.html

Learning Advice for Students

Now that you have gone to all these wonderful sites, gather all of your information and put it in you suitcase. You should have a chalk drawing of Mr. Lincoln or the Lincoln Memorial, an abstract picture of the Statue of liberty, a clay model of Mt. Rushmore and your copy of the letter you sent to the President. Remember to include your journal entries and photos of each site. When you get back home, we will contact you to set up an appointment to present the pictures of your trip. After you give us the information we will select from all the entries for our contest brochure.

Conclusion

After completing this unit, you will know about some of the major historical sites the United States has to offer. You have learned how to print up documents and how to use the computer as a resource. Your oral presentation will allow you the opportunity to share information you gathered with others. What other places would you like to visit on the Internet and share with your family and friends?

Reflection

1. What do all these historical sites have in common?

2. Why is it important for Americans to have National and State symbols?

Other Fun Things to Do

Some things you might want to do next:

1. Go to your school or city library to find out about more historical places in the United States.
2. Check out a book and read with your parents about one of the historical sites that you visited on your Internet field trip.
3. Draw some National symbols.

Notes to the Teacher

Grade Levels:

Kindergarten - Unit 2
Grade 1 - Unit 3

History-Social Science Content Standards:

K.2 Students recognize national and state symbols and icons such as the national state flags, the bald eagle and the Statue of Liberty

!.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of ....3. American symbols, landmarks...

Historical and Social Science Analysis Skills Grade K-5:

Historical Interpretation: Students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places.

Language Arts, Kindergarten:

Reading Comprehension:

2.2 Students use pictures and context to make predictions about story content.
2.4 Students ask and answer questions about essential elements of text.

Writing Strategies:

1.1 Students use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
1.3 Students write by moving from left-to-right and top to bottom.

Written and Oral English:

1.0 Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Listening and Speaking

1.2 Students share information and ideas, speaking audibly in coherent, complete sentences.

Goals/Purpose:

- Students will by able to print up a document.
- Students will be able to recognize important historical symbols of the United States.
- Students will be able to write a sentence about each site that they visit.
- Students will be able to produce a project for each site.
- Students will be able to present information to an appropriate audience.

Length of Lesson: 2 weeks depending on the access to a computer.

Materials:

- Journal
- Drawing chalk
- Black construction paper
- Play clay ingredients (flour, water, vegetable oil, cream of tartar, food coloring)

Set up and Management of the Lesson:

Most students will be too young to read the directions for this lesson on-line. It will be necessary to have students work with cross-age tutors or parent helpers if they are doing the lesson independently or at a learning center. If you have access to a lab, bookmark the links listed in the lesson on the class computers. Project the lesson on a screen or TV monitor. Then read and do the steps together, maybe discussing the pictures of the famous sites as you work through the activities.

Introduction:

In introducing the activity to students define the word historical monument. Explain that a place can be historical and still be in use today such as the White House.

Class Discussion:

- Why is it important to remember things that happened in the past with a monument?
- Can you think of a historical monument in a nearby town or city?
- What monuments have you visited?

Interdisciplinary connections:

Visual and Performing Arts - Create in the craft medium of clay. Apply design elements and principles Drawing/sketching. Use different tools (chalk) for drawing.

Additional Resources:

Lincoln Memorial

- Ashabranner, Brent and Ashabranner, Jennier. A Memorial for Mr. Lincoln.
- Kent, Deborah. The Lincoln Memorial (Cornerstones of Freedom)

Statue of Liberty

- Penner, Lucille Recht and Rowland, Jada. The Statue of Liberty (Step into Reading)
- Zimmelman, Nathan., etc. How the Second Grade Got $8,205.50 to Visit the Statue of Liberty.

Mt. Rushmore

- Cohen, Stan. Borglum's Mountain: A Pictorial History of the Mount Rushmore Memorial.

White House

- Debnam, Betty and Jamieson, Wendy. A Kid's Guide to the White House.
- Waters, Kate. The Story of the White House.

Play Clay

- http://family.go.com/crafts/buildmodel/craft/playclay/

The Story of the Statue of Liberty

- http://www.amazon.com/exec/obidos/ASIN/0688087469/qid=917630968/sr=1-3/002-1333432-2813037

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